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ABSTRACT

As a result of interest expressed in an earlier survey, a questionnaire was sent to more than 600 professors that asked each professor to identify his or her area of specialization within the field of higher education and provided space for the respondent to list up to 10 books considered basic reading for a student specializing in that area. Fourteen categories were designated by five or more respondents as those that encompassed their major areas of interest in the field of higher education. These categories are: (1) History of Higher Education; (2) Comparative Education; (3) Higher Education; Sociology and Change; (4) Governance; (5) Administration and Organization; (6) Finance; (7) Curriculum and Instruction; (8) College Teaching; (9) Research, Planning, Assessment and Evaluation; (10) The Community College; (11) Student Personnel Work and Counseling; (12) The College Student and Student Development; (13) Adult and Continuing Education; and (14) Teacher Education. A rank-order listing of the most frequently recommended books is presented under each of the headings. (Author/HS)

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WHO'S READING WHAT IN HIGHER EDUCATION

by Robert L. Bender and Paul S. Riegel

As a result of interest expressed in an earlier survey undertaken by the authors (see "Basic Reading in Higher Education," *Educational Record*, Winter, 1972), in November 1971 a questionnaire was sent to more than 600 professors whose names appeared on the then-current American Association of Higher Education "List of Faculty Members Teaching Courses in Higher Education." This questionnaire asked each professor to identify his or her area of specialization within the field of higher education and provided space for the respondent to list up to 10 books considered "basic reading" for a student specializing in that area. In addition, the questionnaire asked where and in what field of study each respondent had earned their highest degree.

The following 14 categories were designated by five or more respondents as those which encompassed their major areas of interest in the field of Higher Education. For each area of specialization the number of respondents identified with that category is shown in parentheses. A rank-order listing of the most frequently recommended books is presented; due to the limitations of space, this listing is not complete and exhaustive for any of the categories.

HISTORY OF HIGHER EDUCATION (22)

Twenty-two professors who identified their area of specialization as History of Higher Education listed a total of 96 different book titles. Of these 96 titles, 65 appeared as single listings. Hofstadter and Metzger's book was the most frequently selected one in this category (36 percent).

Hofstadter, Richard; and Metzger, Walter P. *The Development of Academic Freedom in the United States*. New York: Columbia University Press, 1955.

Rudolph, Frederick. *The American College and University: A History*. New York: Alfred A. Knopf, 1962.

Veysey, Laurence R. *The Emergence of the American University*. Chicago: University of Chicago Press, 1970.

Brubacher, John S.; and Rudy, Willis. *Higher Education in Transition: A History of American Colleges and Universities, 1636-1968*. New York: Harper and Row, 1968.

Hofstadter, Richard; and Smith, Wilson (eds.). *American Higher Education: A Documentary History*. 2 vols. Chicago: University of Chicago Press, 1961.

Rashdall, Hastings. *The Universities of Europe in the Middle Ages*. 3 vols. New York: Oxford University Press, 1936.

Kerr, Clark. *The Uses of the University*. Cambridge, Mass.: Harvard University Press, 1963.

Newman, John Henry. *The Idea of a University*. New York: Rinehart, 1960.

COMPARATIVE EDUCATION (7)

Fifty-six different book titles were recommended by the seven respondents who identified their area of specialization as Comparative Education. Only 6 titles were suggested by more than one respondent. Of these 6 titles, Ashby's book was recommended by 4 and the remaining 5 titles were selected by only 2 each.

Ashby, Eric. *Universities: British, Indian, African–A Study in the Ecology of Higher Education*. Cambridge, Mass.: Harvard University Press, 1966.

Tie:

Committee on Higher Education (Great Britain). *Higher Education Report of the Committee Appointed by the Prime Minister Under the Chairmanship of Lord Robbins 1961-63*. London: Her Majesty's Stationery Office, 1963.

Kerr, Clark. *The Uses of the University*. Cambridge, Mass.: Harvard University Press, 1963.

Lipset, Seymour M.; and Altbach, Philip G. (eds.) *Students in Revolt*. Boston: Houghton Mifflin Co., 1969.

Morison, Samuel E. *The Founding of Harvard College*. Cambridge, Mass.: Harvard University Press, 1935.

Rashdall, Hastings. *The Universities of Europe in the Middle Ages*. 3 vols. New York: Oxford University Press, 1936.

HIGHER EDUCATION: SOCIOLOGY AND CHANGE (6)

Six respondents who reported specializations which seemed to be related to the category of Higher Education: Sociology and Change listed 47 different book titles. Single responses were tallied for 42 of these titles. Of the remaining 5 titles listed below, the first 2 were selected by three respondents and the remaining 3 were chosen by two respondents.

Tie:

Feldman, Kenneth A.; and Newcomb, Theodore, M. *The Impact of College on Students*. 2 vols. San Francisco: Jossey-Bass, 1969.

Jencks, Christopher; and Riesman, David. *The Academic Revolution*. New York: Doubleday and Co., 1968.

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Tie:
Chickering, Arthur W. *Education and Identity*. San Francisco: Jossey-Bass, 1969.

Clark, Burton. *The Distinctive College: Antioch, Reed, and Swarthmore*. Chicago: Aldine Publishing Co., 1970.

Sanford, Nevitt (ed.). *The American College: A Psychological and Social Interpretation of the Higher Learning*. New York: John Wiley and Sons, Inc., 1962.

GOVERNANCE (8)

Eight professors who reported Governance as their area of specialization recommended a total of 56 books. Single responses were recorded for 46 of these books. Corson's *Governance of Colleges and Universities* was chosen by 75 percent of the respondents and represents the most frequently selected book. The balance of the list appearing below consists of the 3 books tied for second place and the 6 books tied for fifth place.

Corson, John J. *Governance of Colleges and Universities*. New York: McGraw-Hill Book Co., 1960.

Tie:
Hodgkinson, Harold L.; and Meeth, L. Richard (eds.). *Power and Authority; Transformation of Campus Governance*. San Francisco: Jossey-Bass, 1971.

Jencks, Christopher; and Riesman, David. *The Academic Revolution*. Garden City, N. Y.: Doubleday and Co., 1968.

Krutybosch, Carlos E.; and Messenger, Sheldon L. (eds.). *The State of the University: Authority and Change*. Beverly Hills, Calif.: Sage Publications, 1970.

Tie:
Baldridge, J. Victor (ed.). *Academic Governance: Research on Institutional Politics and Decision Making*. Berkeley, Calif.: McCutchan Publishing Corp., 1971.

Kerr, Clark. *The Uses of the University*. Cambridge, Mass.: Harvard University Press, 1963.

McConnell, T. R.; and Mortimer, Kenneth P. *The Faculty in University Governance*. Berkeley, Calif.: University of California Center for Research and Development in Higher Education, 1971.

Selznick, Philip. *Leadership in Administration*. Evanston, Ill.: Row, Peterson and Co., 1957.

Stoke, Harold W. *The American College President*. New York: Harper and Brothers, 1959.

Veysey, Laurence R. *The Emergence of the American University*. Chicago: University of Chicago Press, 1970.

ADMINISTRATION AND ORGANIZATION (29)

One hundred seventy-nine different book titles were recommended in the Administration and Organization area of specialization by 29 professors. While this number of titles seems large, it is interesting to note that single responses were tallied for 127 of these titles. The clarity of focus of this specialization may be questioned when one considers that the most frequently selected book in this category was chosen by less than 30 percent of the respondents.

Kerr, Clark. *The Uses of the University*. Cambridge, Mass.: Harvard University Press, 1963.

Tie:
Corson, John J. *Governance of Colleges and Universities*. New York: McGraw-Hill Book Co., 1960.

Jencks, Christopher; and Riesman, David. *The Academic Revolution*. Garden City. N. Y.: Doubleday and Co., 1968.

Tie:
Brubacher, John S.; and Rudy, Willis. *Higher Education in Transition: A History of American Colleges and Universities, 1636-1968*. New York: Harper and Row, 1968.

Etzioni, Amitai. *Modern Organizations*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Knowles, Asa S. (ed.). *Handbook of College and University Administration*. 2 vols. New York: McGraw-Hill Book Co., 1970.

Tie:
Dressel, Paul; Johnson, Craig; and Marcus, Philip. *The Confidence Crisis*. San Francisco: Jossey-Bass, 1970.

Sanford, Nevitt (ed.). *The American College: A Psychological and Social Interpretation of the Higher Learning*. New York: John Wiley and Sons, 1962.

Tie:
Baldridge, J. Victor (ed.). *Academic Governance; Research on Institutional Politics and Decision Making*. Berkeley, Calif.: McCutchan Publishing Corp., 1971.

Burns, Gerald P. (ed.). *Administrators in Higher Education: Their Functions and Coordination*. New York: Harper and Row, Publishers, Inc., 1962.

Hodgkinson, Harold L.; and Meeth, L. Richard (eds.). *Power and Authority; Transformation of Campus Governance*. San Francisco: Jossey-Bass, 1971

Keeton, Morris et al. *Shared Authority on Campus*. Washington D.C.: American Association for Higher Education, 1971.

McGrath, Earl J. *Should Students Share the Power?* Philadelphia: Temple University Press, 1970.

FINANCE (7)

In the Finance area of specialization, seven respondents listed 36 different books. Only the most frequently selected book was chosen by more than half of these respondents. In addition to the books listed below, 27 books were recommended only once.

American Council on Education. *College and University Business Administration*. Washington: The Council, 1968.

Tie:
Chambers, M. M. *Higher Education: Who Pays? Who Gains?* Danville, Ill.: Interstate Printers, 1968.

The Economics and Financing of Higher Education in the United States. A Compendium of Papers Submitted to the Joint Economic Committee, Congress of the United States. Washington: U.S. Government Printing Office, 1969.

Tie:
Chambers, M. M. *Financing Higher Education*. Syracuse, New York: Center for Applied Research in Education, 1963.

Hansen, W. Lee; and Weisbrod, Burton A. *Benefits, Costs and Finance of Public Higher Education*. Chicago: Markham Publishing Co., 1969.

Harris, Seymour, E. *Higher Education: Resources and Finance*. New York; McGraw-Hill Book Co., 1962.

Hartley, Harry J. *Educational Planning, Programming, Budgeting: A Systems Approach*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968.

Knowles, Asa S. (ed.). *Handbook of College and University Administration*. 2 vols. New York: McGraw-Hill Book Co., 1970.

Orwig, M. D. (ed.). *Financing Higher Education: Alternatives for the Federal Government*. Iowa City, Iowa: The American College Testing Program, 1971.

CURRICULUM AND INSTRUCTION (16)

Ninety-one book titles were listed by the 16 persons who indicated Curriculum and Instruction as their area of specialization. Of these 91 listings, single tallies were recorded for 62 books. Conversely, Dressel's *College and University Curriculum* was recommended by 56 percent of the respondents.

Dressel, Paul L. *College and University Curriculum*. Berkeley: McCutchan Publishing Corp., 1971.

Bell, Daniel. *The Reforming of General Education*. New York: Columbia University Press, 1966.

Dressel, Paul L. *The Undergraduate Curriculum in Higher Education*. Washington, D. C.: Center for Applied Research in Education, 1963.

Tie:
Axelrod, Joseph et al. *Search for Relevance: The Campus in Crisis*. San Francisco: Jossey-Bass, 1969.

Mayhew, Lewis B.; and Ford, Patrick J. *Changing the Curriculum*. San Francisco: Jossey-Bass, 1971.

Schwab, Joseph J. *College Curriculum and Student Protest*. Chicago: University of Chicago Press, 1969.

Tie:
Brubacher, John S.; and Rudy, Willis. *Higher Education in Transition: A History of American Colleges and Universities, 1636-1968.* New York: Harper and Row, 1968.

Chickering, Arthur W. *Education and Identity.* San Francisco: Jossey-Bass, 1969.

Lee, Calvin B. T. (ed.). *Improving College Teaching.* Washington: American Council on Education, 1967.

McKeachie, Wilbert J. *Teaching Tips; A Guidebook for the Beginning College Teacher.* Lexington, Mass.: D.C. Heath, 1969.

Mager, Robert F. *Preparing Instructional Objectives.* Palo Alto, Calif.: Fearon Publishers, 1962.

COLLEGE TEACHING (11)

The category of College Teaching represents a consolidation of such stated areas of specialization as "College and University Teaching," "Teaching in Higher Education," "Instruction at the College Level," "Teaching Methodology," and "The Psychology of College Teaching." Eleven respondents recommended a total of 59 different books as "basic reading." Nearly 64 percent of these respondents included McKeachie's *Teaching Tips* on their list. The 12 books by two or more of the respondents are listed below.

McKeachie, Wilbert J. *Teaching Tips; A Guidebook for the Beginning College Teacher.* Lexington, Mass.: D.C. Heath, 1969.

Tie:
Brown, James W.; and Thornton, James W., Jr. *College Teaching: Perspectives and Guidelines.* New York: McGraw-Hill Book Co., 1963.

Lee, Calvin B. T. (ed.). *Improving College Teaching.* Washington: American Council on Education, 1967.

Highet, Gilbert. *The Art of Teaching.* New York: Alfred A. Knopf, 1950.

Hilgard, Ernest. *Theories of Learning.* New York: Appleton-Century-Crofts, Inc., 1956.

Tie:
Cooper, Russell M. (ed.). *The Two Ends of the Log: Learning and Teaching in Today's College.* Minneapolis, Minn.: University of Minnesota Press, 1958.

Hofstadter, Richard; and Metzger, Walter P. *The Development of Academic Freedom in the United States.* New York: Columbia University Press, 1955.

Mager, Robert Frank. *Preparing Instructional Objectives.* Palo Alto, Calif.: Fearon Publishers, 1962.

Mann, Richard D. et al. *The College Classroom: Conflict, Change, and Learning.* New York: John Wiley and Sons, Inc., 1970.

Morris, William (ed.). *Effective College Teaching; the Quest for Relevance.* Washington: American Council on Education, 1970.

Sanford, Nevitt (ed.). *The American College: A Psychological and Social Interpretation of the Higher Learning.* New York: John Wiley and Sons, Inc., 1962.

Skinner, B. F. *The Technology of Teaching.* New York: Appleton-Century-Crofts, 1968.

RESEARCH, PLANNING, ASSESSMENT, EVALUATION (9)

Nine persons reported areas of specialization that fell within our category of Research, Planning, Assessment, Evaluation. Thirty-eight of the 49 titles recommended were recorded as receiving only one tally each. The remaining 11 books are listed below in rank order. The book by Dressel and Associates was selected by two-thirds of the respondents in this area.

Dressel, Paul L., and Associates. *Institutional Research in the University: A Handbook.* San Francisco: Jossey-Bass, 1971.

Rourke, Francis E.; and Brooks, Glenn E. *The Managerial Revolution in Higher Education.* Baltimore: Johns Hopkins Press, 1966.

Tie:
Berdahl, Robert O. *Statewide Coordination of Higher Education.* Washington, D. C.: American Council on Education, 1971.

Brumbaugh, A. J. *Research Designed to Improve Institutions of Higher Learning.* Washington, D. C.: American Council on Education, 1960.

Dressel, Paul L.; and Pratt, Sally B. *The World of Higher Education.* San Francisco: Jossey-Bass, 1971.

Feldman, Kenneth A.; and Newcomb, Theodore M. *The Impact of College on Students.* 2 vols. San Francisco: Jossey-Bass, 1969.

Jencks, Christopher; and Riesman, David. *The Academic Revolution.* Garden City, N. Y.: Doubleday and Co., 1968.

Knowles, Asa S. (ed.). *Handbook of College and University Administration.* 2 vols. New York: McGraw-Hill Book Co., 1970.

Laurence, Ben; Weathersby, George; and Patterson, Virginia W. (eds.). *Outputs of Higher Education: Their Identification, Measurement, and Evaluation.* Boulder, Colo.: Western Interstate Commission for Higher Education, 1970.

Sanford, Nevitt (ed.). *The American College: A Psychological and Social Interpretation of the Higher Learning.* New York: John Wiley and Sons, Inc., 1962.

Schietinger, E. F. *Introductory Papers on Institutional Research.* Atlanta, Georgia: Southern Regional Education Board, 1968.

THE COMMUNITY COLLEGE (43)

The Community College as an area of specialization was reported more frequently than any other category. Forty-three respondents listed a total of 113 book titles as "basic reading." Of these 113 books, 63 were single selections. Blocker, Plummer and Richardson's book was recommended by 77 percent of the respondents.

Blocker, Clyde E.; Plummer, Robert H.; and Richardson, Richard C., Jr. *The Two Year College: A Social Synthesis.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965.

Thornton, James W., Jr. *The Community Junior College.* New York: John Wiley and Sons, Inc., 1966.

Cohen, Arthur. *Dateline '79: Heretical Concepts for the Community College.* New York: Glencoe Press, 1969.

Johnson, B. Lamar. *Islands of Innovation.* Los Angeles, Calif.: University of California at Los Angeles Press, 1964.

Gleazer, Edmund. *This is the Community College.* Boston: Houghton Mifflin Co., 1968.

Medsker, Leland L.; and Tillery, Dale. *Breaking the Access Barrier.* New York: McGraw-Hill Book Co., 1971.

Medsker, Leland L. *The Junior College: Progress and Prospect.* New York: McGraw-Hill Book Co., 1960.

Kelley, Win; and Leslie, Wilbur. *Teaching in the Community Junior College.* New York: Appleton-Century-Crofts, 1970.

Clark, Burton. *The Open Door College: A Case Study.* New York: McGraw-Hill Book Co., 1960.

STUDENT PERSONNEL WORK AND COUNSELING (30)

Thirty respondents recommended 151 titles for the area of specialization, which includes Student Personnel Work and Counseling. One-hundred ten of the 151 titles appeared only once on the list of recommended books. The most frequently selected book was recommended by nearly 57 percent of the respondents.

Fitzgerald, Laurine E.; Johnson, Walter F.; and Norris, Willa. *College Student Personnel: Readings and Bibliographies.* Boston: Houghton Mifflin Co., 1969.

Tie:
Chickering, Arthur W. *Education and Identity.* San Francisco: Jossey-Bass, 1969.

Feldman, Kenneth A.; and Newcomb, Theodore M. *The Impact of College on Students.* 2 vols. San Francisco: Jossey-Bass, 1969.

Williamson, E. G. *Student Personnel Services in Colleges and Universities.* New York: McGraw-Hill Book Co., 1961.

Tie:
Sanford, Nevitt (ed.). *The American College: A Psychological and Social Interpretation of the Higher Learning.* New York: John Wiley and Sons, 1962.

Yamamoto, Kaoru (ed.). *The College Student and His Culture: An Analysis*. Boston: Houghton Mifflin Co., 1968.

THE COLLEGE STUDENT AND STUDENT DEVELOPMENT (16)

Eighty-seven separate titles were listed by the 16 respondents whose stated area of specialization seemed to fit the category of The College Student and Student Development. Sanford's *The American College*, chosen by 75 percent of the respondents, was followed closely by Feldman and Newcomb's *The Impact of College on Students* recommended by nearly 69 percent of the respondents. Sixty-one of the books which appear on our complete list were selected only once by our respondents.

Sanford, Nevitt (ed.). *The American College: A Psychological and Social Interpretation of the Higher Learning*. New York: John Wiley and Sons, 1962.

Feldman, Kenneth A.; and Newcomb, Theodore M. *The Impact of College on Students*. 2 vols. San Francisco: Jossey-Bass, 1969.

Tie:

Katz, Joseph, et al. *No Time for Youth: Growth and Constraint in College Students*. San Francisco: Jossey-Bass, 1968.

Trent, James W.; and Medsker, Leland L. *Beyond High School*. San Francisco: Jossey-Bass, 1968.

Chickering, Arthur W. *Education and Identity*. San Francisco: Jossey-Bass, 1969.

Yamamoto, Kaoru (ed.). *The College Student and His Culture: An Analysis*. Boston: Houghton Mifflin Co., 1968.

Tie:

Heath, Douglas H. *Growing Up in College; Liberal Education and Maturity*. San Francisco: Jossey-Bass, 1968.

Jencks, Christopher; and Riesman, David. *The Academic Revolution*. Garden City, N. Y.: Doubleday and Co., 1968.

Kenniston, Kenneth. *Young Radicals: Notes on Committed Youth*. New York: Harcourt, Brace and World, Inc., 1968.

Stern, George G. *People in Context; Measuring Person-Environment Congruence in Education and Industry*. New York: John Wiley and Sons, 1970.

ADULT AND CONTINUING EDUCATION (5)

A total of 34 books were recommended as "basic reading." Twenty-seven of these books were each selected only one time. Of the 7 books listed below, the book by Jensen et al. was chosen by three of five respondents, while the group listed as "tied" received the recommendations of two of the five respondents.

Jensen, Gale; Liveright, A. A.; and Hallenbeck, Wilber (eds.). *Adult Education: Outlines of an Emerging Field of University Study*. Washington, D. C.: Adult Education Association, 1964.

Tie:

Carey, James T. *Forms and Forces in University Adult Education*. Syracuse, New York: Center for the Study of Liberal Education Adults, 1961.

Grattan, Clinton Hartley. *In Quest of Knowledge: An Historical Perspective on Adult Education*. New York: Association Press, 1955.

Knowles, Malcolm S. (ed.). *Handbook of Adult Education in the United States*. Chicago: Adult Education Association, 1960.

Knowles, Malcolm S. *The Modern Practice of Adult Education: Androgogy versus Pedagogy*. New York: Association Press, 1970.

Miller, Harry L. *Teaching and Learning in Adult Education*. New York: MacMillan Co., 1964.

Smith, Robert M.; Aker, George F.; and Kidd, J. R. (eds.). *Handbook of Adult Education*. New York: MacMillan Co., 1970.

TEACHER EDUCATION (6)

Six respondents indicated Teacher Education to be their area of specialization. These people recommended 48 different book titles as "basic reading"; forty-one appeared as single selections. The 7 books listed below comprise those titles most frequently recommended for this area of specialization.

Silberman, Charles. *Crisis in the Classroom: The Remaking of American Education*. New York: Random House, 1970.

Tie:

Smith, B. O. *Teachers for the Real World*. Washington, D.C.: American Association of Colleges for Teacher Education, 1969.

Stone, James C. *Breakthrough in Teacher Education*. San Francisco: Jossey-Bass, 1968.

Tie:

Combs, Arthur W. *The Professional Education of Teachers: A Perceptual View of Teacher Preparation*. Boston: Allyn and Bacon, 1965.

Gage, Nathaniel. *Handbook of Research on Teaching*. Washington, D.C.: American Education Research Association, 1963.

Illich, Ivan D. *Deschooling Society*. New York: Harper and Row, 1971.

Taylor, Harold. *The World and the American Teacher: The Preparation of Teachers in the Field of World Affairs*. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Seven additional areas of specialization were reported by our respondents. The temptation to further consolidate these stated areas of specialization into more general categories was resisted; the numbers of respondents reporting these specializations were small, and while each area represented by several respondents seemed to have some focus of its own, there was minimal agreement among these respondents in the books they recommended.

We found it difficult to summarize our impressions of the diverse configurations of recommended books and areas of specialization. One of our most immediate impressions was the clarity with which the Community College emerged as an area of specialization with a fairly well-defined literature of its own. We were also interested to note the three other areas of specialization, which appeared when we separated out only those areas reported by 20 or more respondents: History of Higher Education, Administration and Organization, and Student Personnel Work and Counseling. The fact that books overlap areas of specialization was not unanticipated, nor were the titles that appear as examples of overlap: Sanford's *The American College*, Jencks and Riesman's *The Academic Revolution*, Brubacher and Rudy's *Higher Education in Transition*, Chickering's *Education and Identity*, Feldman and Newcomb's *The Impact of College on Students*, and Kerr's *The Uses of the University*.

The question that had dogged us as we tabulated our data remained with us when we concluded our study. Most of that which is reported is ordered according to categories we ourselves constructed from our interpretation of the respondents' "area of specialization" statements. These categories are more numerous than initially expected, and we retain the uneasy feeling that some distinctions may be rather inadequately drawn. While we believe that we have been true to the intentions of our respondents, we continue to wonder how the patterns discerned might have differed if *a priori* categories of specialization had been used in our questionnaire. Perhaps that concern can be dealt with in another study of the field at some point in the future.

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